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AUTHOR Randhawa, Bikkar S.; Van Hesteren, Frank
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ABSTRACT

The present study: (1) describes the development and make-up of a comprehensive semantic differential measure of school related attitudes for young children; (2) presents evidence for the reliability and the discriminant and convergent validities of the measure; and (3) discusses issues pertaining to the measurement of school-related attitudes in the context of instructional theory. The scales comprising the measure were found to have substantially high internal consistencies and produced remarkably high stability coefficients for pupils in grades 3 through 6 over an 8-month period. It is believed that these promising reliability data are attributable, in part at least, to two factors: (1) the combining of semantic differential and Likert scale formats and (2) the provision of standard explanations of selected attitude objects. It is suspected that these factors in combination contributed to a higher degree of interpretive consistency relative to the attitude objects than is typically the case when pupils' school-related attitudes are measured. (Author/PN)

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The Development and Validation of a Hybrid Semantic
Differential Measure of School Related Attitudes
in Young Children¹

Bikkar S. Randhawa and Frank Van Hesteren
University of Saskatchewan

Address:

Department of Educational Psychology
College of Education
University of Saskatchewan
Saskatoon, Saskatchewan, Canada
S7N 0W0
Phone: (306) 343-5510

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Abstract

The present study describes the development of modified semantic differential measure of fourteen school-related attitudes and presents their reliabilities and construct and discriminant and convergent validities. Issues pertaining to the measurement of school-related attitudes in the context of instructional theory are discussed.

The Development and Validation of a Hybrid Semantic
Differential Measure of School Related Attitudes
in Young Children

It is being increasingly recognized that affective factors play a significant role in the teaching-learning process (Bloom, 1976; Epstein & McPartland, 1976; Glasman & Biniaminov, 1981; Smith & Glass, 1980). With regard to the relationship between "affective entry characteristics" and pupil learning, Bloom (1976), for example, maintains that:

...individuals vary in what they are emotionally prepared to learn as expressed in their interests, attitudes, and self-views. Where students enter a learning task with enthusiasm and evident interest, the learning process should be much easier, and, other things being equal, they should learn it more rapidly and to a higher level of attainment or achievement than will students who enter the learning task with a lack of enthusiasm and evident disinterest. (p. 74)

Reflecting this increasing interest in the affective dimensions of the pupil's school experience is a growing body of research pertaining to attitudes toward school in general (Gable, Roberts, & Owen, 1977; Haladyna & Thomas, 1979; Khan, 1978; Meier & McDaniel, 1974; Perney, 1975; Roshal, Frieze, & Wood, 1971) and attitudes toward various school subjects and activities, such as reading (Askov & Fischbach, 1973; Brown, Engin, & Wallbrown, 1979; Engin, Wallbrown, & Brown, 1976; Roettger, Szymczuk & Millard, 1979; Tullock-Rhody & Alexander, 1980), mathematics (Aiken, 1970, 1976; Michaels & Forsyth, 1977; Pedro, Wolleat, Fennema, & Becker, 1981), science (Schibeci & McGaw, 1981; Simpson, Rentz, & Shrum, 1976), physical education (Martens, 1979), and music (Shaw & Tomcala, 1976).

A variety of methodologies have been developed for the assessment of attitudes (Cook & Selltiz, 1964). Among the more promising of these methodologies for the assessment of school related attitudes is the semantic differential technique (Osgood, Suci, & Tannenbaum, 1957). Judging from the literature, it would appear that most of the research using this approach to assessing school related attitudes has focused upon adolescents and adults (Cassel, 1970; Hoste, 1981; McCallon & Brown, 1971; Rothman, 1968; Thompson & Stapleton, 1980; Young, 1974). One reason for this state of affairs may be that formidable problems of scale validity and reliability emerge when the semantic differential technique is employed with young children. While some progress has been made in extending the application of the semantic differential approach to the measurement of school related attitudes at the elementary school level (Scharf, 1971; Wilson, Stuckey, & Langevin, 1972; Yamamoto, Thomas, & Karns, 1969), more research needs to be done to develop valid and reliable semantic differential scales suitable for young children. The present study, therefore, deals with: (1) describing the development and make-up of a comprehensive semantic differential measure of school related attitudes for young children; (2) presenting evidence for the reliability and the discriminant and convergent validities of the measure; and (3) discussing issues pertaining to the measurement of school-related attitudes in the context of instructional theory.

Method

Sample

A total of 99 students in grades 3, 4, 5, and 6 from two mid-western Canadian city elementary schools were the subjects in the present study. There were 55 boys and 44 girls.

Instruments

Modified Semantic Differential Scales. The School Attitude Scale for Children (SASC) consists of fourteen "hybrid" or modified semantic differential scales which tap the following school related dimensions: School, Teachers, Arithmetic, Science, Social Studies, Language Arts, Music, Drama, French, Art, Dance, Religion, Health, and Physical Education. The scales are designated as modified because they were developed through use of a combination of semantic differential and likert scale methodologies. A sample scale is to be found in Appendix A. The general format of the modified semantic differentials is the same as that developed by Scharf (1971) in the context of measuring attitudes of elementary school children toward mathematics. However, the present instrument differs from the instrument developed by Scharf (1971) in that it utilizes a larger number of bi-polar adjective pairs and incorporates a wide variety of school related attitude objects.

Each of the fourteen scales was designed such that a particular attitude object was followed by the following predominantly evaluative bi-polar adjective pairs (Osgood, et al., 1957; Shaw and Wright, 1967): kind-cruel, clean-dirty, good-bad, happy-sad, beautiful-ugly, honest-dishonest, strong-weak, fair-unfair, interesting-boring, and nice-awful. These adjective pairs were used to designate the poles of five-point semantic differentials, with the underlined adjectives appearing on the left hand side of each scale. The five points were described through use of the descriptors "very," "sort of," "neither," "sort of," and "very."

Measures of General and Academic Self-Concept. The Piers-Harris Children's Self-Concept Scale (PH) was used as a measure of general

self-concept (Piers and Harris. 1969) and the Student's Perception of Ability Scale (AS) was administered in order to assess pupil academic self-concept (Boersma and Chapman, 1979).

Achievement Measures. Scores on the Canadian Tests of Basic Skills (CTBS), available from the schools for the June, 1980 and June, 1981 administrations on Vocabulary, Reading, Language Arts, Mathematics Concepts and Mathematics Problem Solving were used in the present investigation (King, 1976).

Procedures

The junior author administered, in order, the SASC, the PH and the AS to all the grade 3 to 6 children in the two schools in their respective classrooms during the period of September 23 to October 1, 1980 and again during the period of May 20 to 29, 1981. Three separate sessions, on different days, were held to administer the instruments. The SASC scales were placed in booklets in a random order. Before the school related attitude scales were administered, pupils were given detailed general instructions and provided with an opportunity to practice the responding procedure relative to a non-school related attitude object.

Care was taken to ensure that pupils, particularly those at grade levels three and four, understood the general meaning of the attitude objects. Descriptions of selected attitude objects which were anticipated to pose interpretive difficulties were developed with the assistance of an experienced elementary school teacher and consistently used in administering the scales. For example, in order to clarify the meaning of the attitude object, "Social Studies," the following description was provided:

When I say social studies, I mean the subject in which we talk about our neighborhood and our community. We talk about the jobs that are done by people and that help us to live comfortably. We make maps of our room at home, and our room at school or of the neighborhood. We sometimes talk about how children in different countries live.

It was thought that asking pupils to respond to standard explanations of selected attitude objects would both enhance interpretive consistency and result in a greater degree of scale reliability.

Analysis and Results

Responses to the items of all the SASC scales were entered in the computer file according to the points of the scales checked by the subjects. Those items which had positive adjectives on the left hand side were recoded so as to reflect the range of scores on each item from one, the most negative, to five, the most positive.

The iterative principal factor analysis of the 10x10 correlation matrix for each scale for both the testing occasions indicated that items of each of the SASC scales had only one parsimonious factor. The results confirmed the unidimensionality of each of the attitude scales in the SASC for both testings.

An overall correlation matrix of the 42 variables, 21 pre- and 21 post-measures, was computed. A triangular portion of the matrix without ones in the diagonal is given in Table 1. However, the diagonal elements corresponding to the SASC scales contain the estimates of Cronbach alpha internal consistency. An examination of the internal consistency estimates suggests that these are all within the acceptable range, above .80, except the estimate for the pretest scores of the Religion scale. This scale was

the first of a total of 14 contained in the test booklet. Therefore, it is quite likely that the children's lack of familiarity with the SD's was a contributing factor to the low internal consistency reliability of this scale for the pretest.

Insert Table 1 about here

The test-retest correlations of the 14 SASC scales are also contained in Table 1. The range of the stability coefficients is .34 to .61 with an average stability estimate of .50. These stability estimates of scales for the measurement of attitudes are quite within acceptable values for the length of time involved, approximately eight months.

Convergent and Discriminant Validity. Analysis by a modification of the multitrait-multimethod matrix for convergent and discriminant validation originally proposed by Campbell and Fiske (1959) was carried out on the 42x42 correlation matrix given in Table 1. It is argued that the pre- and post-administrations of the SASC might be treated as two methods, and that the two administrations of the achievement measures, the Piers-Harris Children's Self-Concept Scale and the Student's Perception of Ability Scale could provide evidence regarding the convergent and discriminant validities of the SASC. Furthermore, it was believed that further convergent and discriminant validity evidence with regard to the self-concept and achievement measures could be obtained by examining their relationships with the new attitude measure.

In focusing on Matrices 1, 2, and 3 and applying the Campbell and Fiske (1959) criteria it is evident that the SASC met most of the criteria. The criteria and the relevant evidence were:

1. The reliability of each trait measure should be significantly greater than zero and it should be greater than the correlations of the trait with the other trait measures. Reliabilities of the 14 SASC scales for both the pre- and post-measures were all significantly greater than zero ($P < .01$) and were also greater than other scale intercorrelations (see Matrices 1 and 2).
2. Diagonal values in a validity matrix should be greater than other values in the same row or column within that matrix. In Matrix 3, 26 comparisons of a particular validity correlation (stability coefficient) were made against other correlations in that row and column. According to this criterion, the Language Arts scale comparisons were satisfactory in 16 of these. The Religion scale met this criterion in 23 of the 26 comparisons. Twenty five of the comparisons involving the Science, Drama, and French scales met this criterion. For all the remaining SASC scales this criterion was met in all of the comparisons.
3. Correlations of traits between different methods should be higher than correlations of different traits within the same method. The italicized values in Matrix 3 were not found to be greater than the appropriate row and column correlations in Matrices 1 and 2. This is to be expected in this particular situation because the traits in question were not measured by two different methods but instead were administered on two different occasions. However, when the test-retest correlations (stability coefficients) were compared with the values in Matrices 4, 5, 6, 7, 8, and 9 these correlations were found to be greater than correlations of these scales with the achievement and self-concept measures.
4. The same pattern of correlations should be found within all methods. Matrices 1 and 2 indicate that the pattern of correlations among the 14

SASC scales for the pre- and post-tests were similar. Further substantiation of the criterion can be had when one examines the patterns of correlations of these measures for the two testing occasions in Matrices 4, and 6, 5 and 7, and 8 and 9.

Construct Validity. It was hypothesized that for each of the two testings the SASC measures and the Self-Concept measures would define one common factor and that the achievement measures would all load on another common factor. It was further hypothesized that the patterns of loadings for the common factors for pre- and post-tests would be highly similar.

In order to test the above hypotheses with regard to the construct validity of the SASC measures, the pre- and post-test correlation matrices were used for iterative principal factor analysis (Harman, 1967; Nie, Hull, Jenkins, Steinbrenner, Bent, 1970). In the first instance, the number of the common principal factors was determined on the basis of the number of eigenvalues greater than 1.0. Then the eigenvalues of the converged iterative factor solutions for the retained principal components were examined. Also, the plots of the original eigenvalues were prepared in order to employ Cattell's (1966) scree test for determining the number of common factors. It was decided to obtain subsequent factor solutions with the number of factors indicated by the scree test and to test the eigenvalues of the factors against a criterion of 1.0. In each case a two factor solution was indicated by the scree test and the eigenvalues of the factors, after iterations to stabilize the communalities, were greater than 1.0. These two factor structures were further handled in such a way that the two factors of the pre-measures were rotated to an orthogonal orientation using the varimax criterion and then, with this as the target factor structure, the two factors of the post-measures were rotated to make

them maximally congruent to the target factors (Cliff, 1966). The results of the orthogonal and congruent rotations are given in Table 2. As can be seen from the high loadings (.4 or >) of the variables on the two factors,

Insert Table 2 about here

the SASC and the Self-Concept measures defined one common factor for the pre-test data. This factor accounted for 6.88 units, or 32.8%, of the total variance. The second factor for the pre-test data was defined by the achievement measures, which accounted for 4.14 units, or 19.7%, of the total variance. For the post-test data, the first factor was defined by 13 of the 14 SASC measures and the Art scale turned out to be a complex variable and produced a significant loading in Achievement Factor II. With this exception, the two factors for the post-data were also defined by the same variables as for the pre-data. This conclusion is further substantiated by the very high congruence coefficients for the two factors, .99 and .98, with 1.0 being the maximum.

Discussion

On the basis of the results of this study, it would appear that the School Attitude Scale for Children has some decidedly desirable psychometric properties. The scales comprising the measure were found to have substantially high internal consistencies and produced remarkably high stability coefficients for pupils in grades three through six over an eight month period. It is believed that these promising reliability data are attributable, in part at least, to two factors: (1) the combining of semantic differential and likert scale formats and (2) the provision of standard explanations of selected attitude objects. It is suspected that

these factors in combination contributed to a higher degree of interpretive consistency relative to the attitude objects than is typically the case when pupils' school-related attitudes are measured.

Through use of an adaptation of the multitrait-multimethod convergent and discriminant validation methodology, it has been shown that the fourteen SASC scales satisfy quite well three of the four validity criteria identified by Campbell and Fiske (1959). These scales and the other measures used in the validation procedures have produced, as expected, two well defined factors and the pre- and post-measure factor structures have been found to be highly congruent.

The development and validation procedures used in creating the SASC are different from those employed in most previous attempts at developing school related attitude scales for young children in that (1) the scales encompass a broad spectrum of school dimensions and (2) in addition to providing reliability estimates, evidence regarding the construct and convergent and discriminant validities of the scales is provided. Although the sample used in the present study was small, the SASC may provide researchers and program evaluators with a useful starting point for collecting attitudinal data in a comprehensive manner.

Bloom (1976), Epstein and McParland (1976), Glasman and Biniaminov (1981), and Smith and Glass (1980) have emphasized the importance of attitudinal factors in the context of the teaching-learning process. Bloom (1976), in particular, has provided evidence regarding the significant relationship between school related attitudes and achievement. In the present study, however, the correlations of the SASC scales and the achievement measures were not only low, as expected, but they were mostly unexpectedly negative. Most unexpected were the low and negative

correlations of the Arithmetic and Language Arts scales with the corresponding achievement measures. These unexpected findings point to a need to critically examine commonly held assumptions regarding the relationship between school related attitudes and school achievement. It would also be highly desirable to further examine the attitude-achievement interrelationship in terms of the measures employed in this study with a larger sample of children.

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TABLE 1
CORRELATION MATRIX OF PRE- AND POST-MEASURES*

Measure	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41			
1. Vocabulary 1																																												
2. Reading 1	.99																																											
3. Language 1	.85	.83																																										
4. Math Concepts 1	.85	.85	.82																																									
5. Math Problems 1	.86	.84	.85	.86																																								
6. Vocabulary 2	.91	.91	.88	.82	.81																																							
7. Reading 2	.98	.94	.84	.87	.86	.92																																						
8. Language 2	.85	.85	.90	.91	.91	.85	.86																																					
9. Math Concepts 2	.90	.87	.87	.90	.89	.85	.90	.87																																				
10. Math Problems 2	.84	.83	.83	.84	.87	.87	.86	.83	.88																																			
11. Religion 1	.2	.2	-.2	.3	-.2	-.6	-.3	-.3	-.5	-.12	.83																																	
12. Social Studies 1	-.22	-.16	-.16	-.16	-.18	.17	-.24	-.12	-.36	-.18	.35	.83																																
13. Science 1	-.34	-.27	-.28	-.28	-.29	.40	-.29	-.26	-.35	-.30	.33	.40	.93																															
14. Music 1	-.08	-.6	-.6	-.14	-.9	.6	-.13	.9	.11	-.12	.48	.60	.54	.89																														
15. Language Arts 1	-.23	-.23	-.33	-.29	-.27	-.23	-.26	-.13	-.38	-.37	.50	.53	.60	.73	.80																													
16. Art 1	-.38	-.22	-.29	-.33	-.25	-.22	-.24	-.28	-.28	-.39	.21	.21	.23	.33	.37	.89																												
17. Science 2	-.23	-.18	-.17	-.24	-.29	-.17	-.23	-.14	-.20	-.23	.64	.64	.29	.47	.50	.69	.87																											
18. Music 2	-.5	-.5	-.3	-.8	-.2	.1	.9	-.2	-.39	-.10	.68	.25	.47	.67	.57	.33	.44	.94																										
19. Teachers 1	-.24	-.23	-.8	-.23	-.21	-.19	-.25	-.11	-.24	-.27	.47	.50	.36	.71	.67	.23	.50	.33	.92																									
20. Drama 1	-.09	-.3	-.3	-.9	-.9	-.6	-.9	-.5	-.30	-.11	.34	.40	.67	.57	.63	.78	.33	.51	.34	.91																								
21. Phys. Ed. 1	-.34	-.23	-.30	-.23	-.29	.17	-.13	-.17	.19	.24	.30	.36	.23	.43	.67	.41	.44	.31	.41	.89																								
22. Arithmetic 1	-.2	-.3	-.4	-.5	-.2	.1	-.6	-.5	.8	-.6	.41	.55	.33	.68	.35	.20	.57	.39	.57	.35	.38	.92																						
23. Health 1	-.27	-.20	-.24	-.30	-.28	-.21	-.24	-.18	-.25	-.33	.33	.55	.67	.49	.50	.38	.50	.42	.41	.35	.61	.49	.91																					
24. French 1	-.8	-.7	-.5	-.5	-.9	-.8	-.38	-.6	-.2	-.6	.31	.38	.68	.44	.4	.16	.30	.66	.28	.54	.22	.64	.54	.93																				
25. Religion 2	.2	.6	.8	.1	-.4	-.2	-.2	.8	-.3	-.6	.37	.37	.25	.45	.33	.33	.37	.37	.13	.10	.35	.28	.8	.93																				
26. Social Studies 2	-.31	-.19	-.17	-.23	-.30	-.25	-.26	-.20	-.25	-.27	.24	.41	.42	.50	.41	.25	.48	.29	.52	.9	.35	.50	.55	.17	.49	.94																		
27. Science 2	-.1	-.13	-.18	-.17	-.21	-.20	-.17	-.16	-.25	-.21	.35	.35	.54	.45	.35	.2	.26	.45	.38	.27	.20	.29	.41	.27	.49	.56	.95																	
28. Music 2	-.6	.1	.7	-.6	-.3	.5	-.4	-.10	.8	-.3	.38	.38	.29	.57	.40	.36	.39	.38	.33	.35	.20	.48	.38	.33	.39	.64	.60	.96																
29. Language Arts 2	-.23	-.15	-.15	-.25	-.27	-.19	-.16	-.11	.21	-.15	.32	.34	.35	.37	.34	.15	.27	.23	.38	.17	.22	.29	.43	.18	.47	.60	.50	.69	.95															
30. Art 2	-.09	-.18	-.13	-.14	-.15	.46	.65	-.45	.67	-.7	.13	.27	.29	.33	.39	.51	.23	.5	.17	.4	.25	.7	.34	.1	.38	.41	.29	.31	.32	.97														
31. Science 2	-.25	-.18	-.15	-.21	-.22	-.22	.20	-.23	.18	-.28	.38	.44	.29	.61	.33	.33	.67	.37	.40	.37	.25	.41	.43	.9	.45	.69	.40	.58	.52	.64	.96													
32. Music 2	-.33	-.20	-.29	-.30	-.29	-.23	-.21	-.20	-.32	-.33	.29	.32	.34	.33	.32	.33	.38	.27	.36	.29	.17	.39	.14	.38	.42	.69	.56	.51	.29	.37	.97													
33. Teachers 2	-.21	-.14	-.14	-.21	-.18	-.11	-.14	-.3	-.35	-.19	.31	.35	.27	.41	.34	.25	.38	.31	.54	.31	.27	.39	.48	.7	.32	.57	.51	.77	.57	.27	.34	.64	.96											
34. Drama 2	-.22	-.18	-.23	-.19	-.17	.73	.2	-.15	-.24	-.18	.28	.42	.51	.47	.44	.34	.23	.38	.24	.44	.37	.28	.43	.54	.42	.97																		
35. Phys. Ed. 2	-.58	-.39	-.47	-.43	-.53	-.54	-.39	-.38	.43	-.33	.20	.40	.37	.29	.34	.28	.34	.33	.27	.23	.48	.18	.64	.22	.31	.38	.29	.37	.38	.47	.33	.22	.30	.47	.98									
36. Arithmetic 2	-.13	-.6	-.6	-.8	-.2	-.11	-.8	-.8	-.9	-.4	.31	.43	.31	.45	.41	.33	.33	.21	.37	.20	.31	.33	.31	.33	.42	.41	.60	.51	.20	.30	.38	.34	.59	.45	.97									
37. Health 2	-.16	-.19	-.23	-.27	-.24	-.24	-.23	-.18	-.25	-.27	.31	.43	.33	.29	.34	.31	.31	.19	.36	.35	.30	.20	.24	.41	.61	.60	.64	.68	.35	.82	.57	.58	.52	.48	.46	.98								
38. French 2	-.12	-.13	-.2	-.14	-.12	-.13	-.14	-.7	.35	-.11	.19	.40	.40	.48	.40	.11	.28	.34	.35	.32	.34	.35	.41	.44	.30	.43	.57	.50	.51	.32	.41	.46	.43	.54	.28	.38	.58	.97						
39. Phys. Ed. 2	.5	.5	.11	.9	.5	.8	.6	.11	.4	-.1	.39	.39	.27	.35	.33	.2	.23	.24	.23	.30	.37	.36	.28	.37	.19	.23	.24	.28	.28	-.30	.16	.18	.13	.14	.39	.24	.37	.55						
40. Phys. Ed. 2	.8	.6	.10	.10	.6	.8	.7	.10	.4	-.1	.24	.24	.13	.21	.28	.10	.24	.2	.30	.33	.37	.35	.32	.39	.21	.31	.23	.35	.32	.3	.23	.7	.32	.18	.24	.34	.50	.26	.95					
41. Academic Self-Concept 1	.19	.31	.37	.33	.30	.15	.18	.27	.18	.19	.24	.37	.7	.30	.27	-.8	.19	.27	.24	.24	.38	.37	.17	.33	.33	.26	.27	.35	.25	-.9	.13	.17	.18	.32	.7	.31	.34	.23	.73	.98				
42. Academic Self-Concept 2	.8	.17	.1	.10	.7	.8	.10	.21	.7	.7	.13	.30	.8	.28	.24	.3	.19	.16	.28	.23	.28	.22	.28	.28	.24	.31	.31	.43	.32	.4	.18	.29	.29	.28	.28	.38	.38	.33	.64	.73	.72			

* The numerals 1 and 2 beside the measures indicate pre- and post- administrations respectively

Table 2

Varimax Loadings of the Pre-Measures and the Loadings of the Post-Measures
which are Maximally Congruent to the Pre-Measures^a

Measure	Pre-Measures' Factors			Post-Measures' Congruent Factors		
	I	II	h^2	I	II	h^2
1. Vocabulary	-12	93	88	-12	92	86
2. Reading	-05	90	82	-09	94	89
3. Language	00	91	82	-03	93	86
4. Math Concepts	-10	90	82	-14	94	90
5. Math Problems	-12	92	87	-14	89	81
6. Religion	62	08	39	61	05	37
7. Social Studies	65	-14	44	73	-18	57
8. Dance	58	-29	43	72	-13	54
9. School	81	-01	66	88	13	79
10. Language Arts	83	-17	71	76	-10	59
11. Art	35	-28	20	34	-48	34
12. Science	63	-20	44	67	-19	49
13. Music	64	-02	41	65	-20	46
14. Teachers	67	15	47	74	06	55
15. Drama	64	-04	41	65	-18	46
16. Physical Education	54	-22	34	44	-37	33
17. Arithmetic	73	05	54	66	-02	43
18. Health	65	-25	48	81	-17	68
19. French	58	-01	34	64	-05	40
20. General Self-Concept	47	17	25	43	12	20
21. Academic Self-Concept	43	32	29	51	19	30
Total Variance	688	414	1102	764	420	1184
Congruence Coefficient				99	98	

^aAll values are rounded off to two decimal places and decimal points are omitted.

Appendix A

Social Studies Are:

	very	sort of	neither	sort of	very	
KIND	_____	_____	_____	_____	_____	CRUEL
CLEAN	_____	_____	_____	_____	_____	DIRTY
BAD	_____	_____	_____	_____	_____	GOOD
SAD	_____	_____	_____	_____	_____	HAPPY
BEAUTIFUL	_____	_____	_____	_____	_____	UGLY
DISHONEST	_____	_____	_____	_____	_____	HONEST
STRONG	_____	_____	_____	_____	_____	WEAK
UNFAIR	_____	_____	_____	_____	_____	FAIR
INTERESTING	_____	_____	_____	_____	_____	BORING
AWFUL	_____	_____	_____	_____	_____	NICE